

## Connectivity Level 4 Optional Speaking Task

### UNIT 10 LESSON 1

#### COMMUNICATION GOAL: Describe enjoyable activities of the past

**Prompt to the Student:** You and I will talk about your favorite childhood leisure or vacation activities. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

**To the Teacher:** Begin the conversation. Ask questions about what the student used to do.

**Teacher:** "Did you and your family use to leave home on vacations?"

#### Vocabulary:

Personal qualities: *sociable, a loner, active, sedentary, laid back, high-strung, adventurous, an individualist, an idealist*

#### Grammar:

Describing past repeated or habitual actions

*When I was a kid, my dad would take me to the amusement park.*

*We'd go on the rollercoaster again and again.*

*Our family was always looking for new ways to have fun.*

*I used to play tennis every day.*

#### Talking Points:

Did you and your family use to leave home on vacations?

If so, what are some of the places you traveled to?

Did your family ever take a staycation?

If you did, what are some of the activities you habitually did at or near home?

What were some of your usual activities after school and on weekends?

What activities do you wish you had been able to do more of?

How have your free-time activity tastes changed over time?

#### Keep Talking:

Expand your discussion to compare yourself with a relative or friend.

Say how you're similar and how you're different.

Ask questions.

#### GSE Objectives:

GLVC0608d: Can use language related to personality, abilities and traits. (59-75)

GLSP0287: Can describe the personal significance of events and experiences in detail. (63)

## UNIT 10 LESSON 2

### COMMUNICATION GOAL: Suggest ways to cope with stress

#### Conversation Model:

- A:** Uh-oh. I really messed up. I just realized I was supposed to sign up for the oral exam by yesterday. I missed the deadline.
- B:** Ooh. I'm sorry. How did that happen?
- A:** It just completely slipped my mind. But no wonder.
- B:** What do you mean?
- A:** I've been totally stressed out. Between my job and my studies, it just fell through the cracks.
- B:** Would you like some friendly advice?
- A:** Sure.
- B:** It's time for you to slow down. Maybe you could work fewer hours.
- A:** Well, I don't know . . .
- B:** Frankly, I don't think you have much of a choice.

**Prompt to the Student:** You will suggest ways to cope with stress. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

**To the Teacher:** Begin the conversation. Follow the Conversation Model and use your own information. Suggest and discuss other ways to reduce stress.

**Teacher:** "Tell me about ways you cope with stress."

#### Vocabulary:

Ways to cope with stress: *take a breather, slow down, laugh things off, set aside some down time, set limits, take up a hobby*

#### Grammar:

Expressing an expectation or mild obligation with be supposed to

*We're supposed to work late on Friday.*

*Students are supposed to hand in the assignment tomorrow.*

*Jake was supposed to take the certification test last week but postponed.*

#### Social Language:

To introduce and inconvenient truth

*Frankly, ...*

*I hate to tell you this: ...*

*The painful fact is...*

*There are no two ways about it: ...*

*To tell you the truth, ...*

#### Connectivity Level 4

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**Keep Talking!**

Suggest and discuss other ways to reduce stress.

**GSE Objectives:**

GLSI0621: Can ask for advice on a wide range of subjects. (57)

GLVC0810d: Can use language related to wellness and illness. (59-75)

GLVC2125d: Can use language related to expressing pleasure or happiness. (59-75)

GLSI1185: Can give reasons and explanations for their opinions using linguistically complex language. (78)

**UNIT 10 LESSON 3****COMMUNICATION GOAL: Discuss how to be more active**

**Prompt to the Student:** You will describe the physical activity that you do. Suggest ways that you can be more active. Use similar ideas as in the Communication Activator in the Student's Book. You have 60 seconds to prepare.

**To the Teacher:** Begin the conversation. Ask questions to get more information about how the student would be more active. Use the questions in Talking Points to expand the discussion.

**Teacher:** "How would you add more physical activity to your routine?"

**Talking Points:**

Do you think some people are naturally active or sedentary, or are those learned lifestyle habits?

Why do you think being sedentary is appealing to so many people?

Why do you think it can be so difficult for people to change their sedentary habits?

Do you think all sedentary people should change, or is a sedentary lifestyle a good choice for some?

Why do you think it's important for people to be more active?

**GSE Objectives:**

NOSP0148: Can develop an argument giving reasons in support of or against a particular point of view. (63)

GLSI0896: Can compare and evaluate different ideas using a range of linguistic devices. (70)

GLSI1185: Can give reasons and explanations for their opinions using linguistically complex language. (78)

## UNIT 10 LESSON 4

### COMMUNICATION GOAL: Compare attitudes about taking risks

**Prompt to the Student:** You and I will talk about taking risks and compare our attitudes about it. Use similar ideas as in the Communication Activator in the Student's Book. You have 60 seconds to prepare.

**To the Teacher:** Begin the conversation. Ask questions to get more information.

**Teacher:** "What is the riskiest thing you have ever done?"

#### Word Study:

Adverbs of manner: *actually, confidently, emotionally, nervously, physically, mentally, quickly, quietly, safely, luckily, fortunately, unfortunately, sadly*

#### Talking Points:

What is the riskiest thing you have ever done?

Are you a risk-taker or risk-avoider?

What happened?

Would you do anything differently?

#### GSE Objectives:

GLVC2064d: Can use language related to manner of doing something. (59-75)

GLVC0608d: Can use language related to personality, abilities and traits. (59-75)

GLVC2181d: Can use language related to exemplifying and explaining. (59-75)

GLSI0896: Can compare and evaluate different ideas using a range of linguistic devices. (70)